Formative Assessment Task

2nd Grade: Geometry

**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**

**Suggested Learning Target**

* I can draw rows and columns of equal size in a rectangle.
* I can count the equal size squares in a rectangle.

*This Formative Assessment is designed to be lead by the teacher.*

**Materials:**

1. One set of shape cards. (See below.)
2. One set of description cards. (See below.)

**Directions:**

1. Teacher will display one shape and one description card on a screen using the classroom document camera.
2. Teacher will instruct children to show “thumbs up” if the description card matches the shape or “thumbs down” if the description card doesn’t match the shape.

**Considerations:**

* Observe the students as they play this game.
* Observe that students correctly match shape game cards to description cards.
* There may be more than one match per card.

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| I have 4 equal sides. | I have equal 3 sides. | I have 5 equal sides. | I have 6 equal sides. |
| I have 6 faces. | I have 4 angles. | I have 5 angles. | I have 6 angles. |
| One of my 6 faces has 4 angles. | I have 4 sides and 4 angles. | I have 2 equal sides. | I have 2 sets of 2 equal sides. |

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| http://www.math-salamanders.com/images/shapes-clipart-triangle-ns-bw.gif | http://etc.usf.edu/clipart/36100/36142/cube_36142_md.gif | entagon 5 sides | http://www.math-salamanders.com/images/math-shapes-regular-hexagon-ns-bw.gif |
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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |

